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ABSTRACT

In outlining a national strategy for environmental education in India, this document describes some current and future efforts of the Center for Environmental Education at Ahmedabad. It provides an historical account of India's environmental problems and its recent efforts at addressing those problems in light of rapid developmental efforts and population growth. The Center for Environmental Education is developing programs for various audiences by establishing a personnel group, consisting of a subject expert, a person familiar with the target audience, a designer, and a writer. The Center's programs are currently organized into groups involved in environmental education developments for: (1) children; (2) urban population; (3) rural populations; (4) interpretive facilities (including national parks and sanctuaries, historical and cultural monuments, and botanical and zoological gardens); (5) television, publications, exhibits, and films, (6) training projects; and (7) programs for Sundarvan, a nature discovery center. Each of these efforts is described in the document. The paper concludes with the descriptions of seven components of the national strategy. (TW)

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Strategy for Environmental Education

An Approach for India

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Paper presented at the Annual Conference of the North American Association for Environmental Education, Washington, D.C., U.S.A., September 27 - October 2, 1985.

The ideas and programmes discussed in this paper have been generated through discussions with my colleagues at the Centre for Environment Education, Ahmedabad.

Strategy for Environmental Education

An approach for India

India today is engaged in an enormous development effort. During 38 years of independence we have concentrated on building the country's economic infrastructure and dealing with problems of political and linguistic integration. Modern medicine has brought down death rates faster than education can bring down birth rates. The country faces a critical population problem. The population has doubled over the past 40 years, now standing at over 750 million people, roughly one-seventh of mankind. New technology, especially the development of high yielding varieties of seeds, has kept the country's food production ahead of its population. But many of the gains are far short of expectations. The combination of a rapidly growing population and a fast deteriorating environment has denied the expected benefits of growth to a majority of our citizens. The country's forest resources are being rapidly depleted. The needs of housing and industry have taken some of the most fertile lands away from agriculture or forestry. The disappearance of tree cover is most acutely felt in our hilly regions, especially in the Himalayas. Precious topsoil is being eroded and floods have had devastating effects on the plains. The disappearance of tree cover in the catchment areas of major dams has led to increased silting reducing the life of the reservoirs. The wildlife situation in the country came very close to disaster and we would have lost several important species had action not been taken in time.

Four thousand five hundred years ago, the Indus Valley civilisation could boast of the first city that had a well-planned drainage system. Today, unfortunately, we cannot say the same thing about many of our towns. Water-borne diseases are a major component of the country's health problems. Industrial growth has not been without a heavy toll, Bhopal being the worst of it. Most of our cities have pollution levels far in excess of what is acceptable. The working class and urban poor are particularly badly hit, both in their work environment and in the places where they live — usually around the factories. India's rivers, so integrated with our culture and considered in many ways the ultimate

cleanser, are themselves choking from effluents discharged into them.

In 1972 at the Stockholm Conference, Prime Minister Indira Gandhi proposed the framework for an environmental policy that would be consistent with the problems of development that a country such as India faced. Over the last decade India has been initiating programmes to bring environmental considerations into development plans. Legislation has been passed for the protection of wildlife and forests as well as for the control of pollution both of the air and water. Policies on land use have received increasing attention. Several non-governmental agencies have highlighted local environmental problems. Action Groups sprang up as environmental awareness grew. Programmes aimed at school children, including the formation of Nature Clubs and organising of nature camps, developed during these years. In 1980 the Government of India set up a Department of Environment to act as the focal agency for planning, promotion and coordination of environmental programmes in the country. The new Department started supporting a number of agencies in the field of research and monitoring. A few pilot projects aimed at creating environmental awareness were also begun. But the attainment of such awareness at the national level was possible only if a concerted effort was made using several agencies, both governmental and other, working together to form a network.

The task before the Department was stupendous. It was clear that the only way in which environmental considerations could get integrated with development plans was through widespread awareness about the environment and of man's role in shaping it, for better or for worse.

Environmental consciousness, sensitivity, and values need to be built up at all levels. Legislation without awareness and education cannot be effective. True understanding of the environment has to start at the school level; but simultaneously a wider community, both urban and rural, has to become aware. There is a need for special programmes focussing on specific target groups such as decision makers. The network of agencies that can tackle such a problem will have to involve schools, voluntary agencies, government departments, extension agencies, and teacher-training and other educational institutions. In order to manage

such a programme there is need for a sustained effort at generating innovative programmes, developing appropriate educational material, testing and monitoring the effectiveness of the programmes, training personnel, researching and preparing basic reference material, using existing media of communication and experimenting with traditionai as well as new media.

One of the strategies of the Department of Environment was to set up "Centres of Excellence" for research, training and education — centres that would play a pivotal role in strengthening the country's infrastructure and thereby its ability to deal with these issues. The Centre for Environment Education was proposed under this programme.

There has been a tradition in India, started by the Atomic Energy and Space Agencies, of building institutions around people rather than the other way round. The Nehru Foundation for Development had through its institutions, the Vikram A. Sarabhai Community Science Centre, VIKSAT, and the Centre for Health Education, Training and Nutrition Awareness (CHETNA), built up groups engaged in developing innovative educational programmes and material, conducting teacher-training programmes and using the audio-visual and mass media in the fields of science, mathematics, health, nutrition, and environmental education. These institutions had many experiences that could be shared amongst them and there was an obvious synergetic advantage which could be utilised for environmental education. The Nehru Foundation's associated activities, Sundarvan, a small animal and snake park, and Darpana, a centre for performing arts, brought in other opportunities that could prove very useful in devising an environmental education programme. The Centre for Environment Education was established in August, 1984 as an associated activity of the Nehru Foundation for Development with support from the Department of Environment, Government of India. Sundarvan became part of the new Centre.

Starting with a core group of 18 people taken from VIKSAT, the Centre, along with Sundarvan, envisages a staff of about a hundred people whose skills would include communication, design, subject expertise, training, technical and support functions. At VIKSAT an effective model of working together in terms of interdisciplinary groups to generate programmes on environmental

education had been developed. We are trying to retain this method of working together though the institution is growing and its tasks are becoming more complex. This is in recognition of the fact that different professional skills and backgrounds are required in order to develop a successful programme. Typically a group would consist of a subject expert, a person familiar with the target group, a designer, and a writer. The Centre is organised into the following groups:

Children's,
Urban,
Rural,
Graphic Design and Visual Communication,
Exhibit Design,
Writing,
Reference and Resource, and
Sundarvan — a nature discovery centre.

During its first year the Centre has planned and begun working on a number of programmes, while recruiting staff and establishing the requried facilities. The current programmes of the Centre can be broadly classified into the following seven areas:

(1) Children's Programmes
(2) Sundarvan Programmes
(3) Urban Programmes
(4) Rural Programmes
(5) Interpretive Programmes
(6) Publications/Exhibits/Films and TV Programmes
(7) Training Programmes

Children's Programmes

There are over 625,000 primary and middle schools and about 50,000 secondary schools in the country, with a total enrolment of over 110 million students. They range from the sophisticated urban schools with modern equipment and facilities to single-teacher schools in rural areas where children in four grades or more share a classroom. Instruction across the country is in over 20 languages.

In some ways any attempt at developing uniform educational pro-

grammes and material for a country so diverse is bound to run into difficulties. While it might work in one region in one set of circumstances, it would be inapplicable in another. On the other hand, an attempt at studying, analysing and developing material for the different situations of Indian schools would mean that the Centre would only be able to design for a few such situations. Therefore, we are exploring a different concept of design.

The saree is a designed piece of clothing worn all over India. Over the years very beautiful designs, patterns and textures have been printed and woven into the Indian Saree and yet, several thousand years of Indian history has not tried to stitch the saree. It is worn in many ways and fits all sizes. It is equally good for working, dressing up or sleeping in. The final effect is the combined effort of the person who designs the cloth and the person who wears it — of the designer and the user. This is a very different concept from that of designing, say, a well-stitched dress. The garment either fits or doesn't fit and, where it fits, leaves little room for the wearer to be innovative in its use.

Our educational designing would have to be somewhat like the saree, more a tool than a finished product, a tool that comes alive in the hands of each teacher, its application being the combined effort of the designer and the user.

How does one translate this concept into educational media? We were recently working on designing an educational activity around a pond. A chart with an illustration of the pond is used with this activity. An attempt at preparing a ready chart, however beautifully done, had problems. It looked like one pond but not at all like the next one. One approach being developed is to make sheets with illustrations of individual elements like insects, shrubs, birds, fishes, trees, people, cattle, etc. The making of the chart using these elements and adding to them where necessary, rather than just using the chart, would become a classroom activity. The elements would be selected to show a category rather than a specific species. The chart made in the classroom would now not only look more like their own pond but the preparation of it would itself be an effective observing and learning activity.

Another question that the Centre faced was to seek appropriate media that would be cost-effective in an Indian context. We could

consider educational material at a variety of levels — from material for each student to classroom material, to school material, to material for a cluster of schools, or to an even larger unit. If there were 50 students in a class, one had to think whether preparing 50 copies of single-use student material at say Rs. 2/- each was going to be more effective or classroom material that might cost Rs. 300/- and last at least three years; whether it was better to give teaching aids or only instructions as to how to make them. At the Vikram A. Sarabhai Community Science Centre at Ahmedabad, a mathematics teaching aid was developed for primary school children. The gadget might have been much too expensive had an attempt been made to manufacture and sell it as a finished product. Instead, the centre decided to develop a booklet and a teacher-training programme on how to make the teaching aid using low cost material. The programme was very successfully implemented at a number of schools.

There is another aspect to the dissemination of teaching aids which needs mention. The way the school system in India is organised today, many teaching gadgets end up locked in cupboards. The material are alien to the teachers, who are afraid that if they lose or break any part of the gadget, they will not be able to replace it. They thus end up not using it at all. Teaching aids developed by the teachers and students themselves do not have this problem and have better chances of being used.

A third aspect that we have to consider is the logistics of working in so many languages. We have decided that we would like to try out our educational programmes nationally right from the beginning rather than develop them based on one region. We are therefore experimenting with printing the graphic material in large quantities and letting the teacher or a State level organisation put in the words through less expensive printing techniques or in some cases by hand.

The Centre has decided to focus its attention over the next few years on standards V to VII (age group 10 to 12). We felt that at this middle school level, children would have acquired basic skills and concepts in language, mathematics, and science and at the same time were not so pressurised with examinations that the teacher would be unwilling to participate in new educational activity. Later we would expand our programmes and develop

material for both the primary standards I to IV and secondary school VIII to X.

Testing such educational material is a difficult task for, not being a product, its treatment will vary from situation to situation. Its effectiveness depends as much on the teacher as on the material. Teacher training thus becomes an important component for the effectiveness of the Centre's Programmes. At the first level, which we call lab testing, we bring students to the Sundarvan facility and the educational staff try it out themselves. At this level we are concerned mostly with the question of whether it works, whether it is interesting and how long it sustains children's interest at different age groups. At the next level a programme is tried in 10 schools around Ahmedabad. This constitutes our first trial with teachers conducting the programme. We study the variations in the programme in different situations. At this stage we are trying out the programmes in three languages — Gujarati, Hindi and English.

The Centre is in the process of developing a network of 1,000 schools across the country. These schools are being selected on the basis of their motivation and record of interest in innovative edueational work. They may have started a Nature Club, have participated in one of the many programmes of the Department of Environment, be associated with the voluntary agencies dealing with education or have worked in areas other than environment and shown their interest in innovative ideas. Teachers from these schools will participate in teacher-training programmes and will receive the educational material developed by the Centre. This will then be tried in their school but, as mentioned earlier, not in a passive way, but through the active involvement of the teacher. In this sense this part of the process is not merely a trial but is very much a part of the development process itself. Over a few years, it is hoped that each of these schools will itself become a centre generating new ideas and, acting as a lead school, spread them to schools around it. NGOs and government agencies working in the field of education, such as the National Council of Education, Research and Training (NCERT), and the State institutions of education will also be intimately involved at this stage of programme development and trial.

Motivated groups of students have formed Nature Clubs in many

parts of the country. The World Wildlife Fund-India has played a pioneering role in establishing Nature Clubs and running Nature Camps. Five regular camping programmes are being run — one each in a desert, a marine park, a scrub forest, a dry deciduous forest and in the hills. These programmes have proved very effective in firing the imagination of children and in inculcating love for nature. There is a need now to go beyond this level and to add a deeper understanding of the environment amongst the students and to develop skills of studying and appreciating the environment. The Centre is developing educational material for use at such camps and by students who have joined Nature clubs. The Centre itself plans to develop a Young Naturalists' Club for students who want to do small research projects in their own environment. Activity sheets, observation cards, and guidebooks and handbooks are being developed. Such students in the future could form a core constituency for any environmental action group or programme. For places where Nature Clubs do not exist, the Centre is also preparing material on how to form Nature Clubs and training programmes for Club Organisers.

Sundarvan Programmes

Some 54,000 people visited a week-long snake show organised in Ahmedabad in October 1978 by the Vikram A. Sarabhai Community Science Centre in collaboration with the World Wildlife Fund-India and the Madras Crocodile Bank. Seventy volunteers talked to the visitors about snakes and their importance in the ecosystem, answering questions based on the many myths and beliefs that surround this animal. The tremendous success of this show and others held around the country demonstrated the potential of using snakes to begin an enquiry into nature. It underlined the need for a permanent facility where one not only could see animals but understand them.

In the wake of this experience, Sundarvan was established in 1979 as a small animal park with a modest collection of snakes and small animals that children could get quite close to. In the first few years, the park has attracted visitors of all age groups. School groups have come for general and specific programmes. Sundarvan has participated in making documentaries for television on themes related to animals. Regular snake shows are ar-

ranged and at times a new animal has been on display. Film shows on wildlife and nature are held over weekends. Snake shows have also been held in rural areas around Ahmedabad.

Sundarvan today is part of the Centre for Environment Education. The park facilities are being developed with new animals and birds. The selection is being made on considerations of the educational value of the enclosure rather than whether the animal is exotic or a novelty. Emphasis is being laid on creating natural viewing situations in the park. Mango trees and a pond have attracted fascinating birds. The pond was our first attempt at creating a natural viewing situation. Another shallower pond is being built for wading birds.

The Centre is initiating a programme for young naturalists in the age group 13 to 19. With the growth in Nature Clubs, it was felt that there is a need for programmes for the motivated students involving more detailed and focussed observation of the environment. Simple research projects are being drawn up and these will be sent to students who join the Young Naturalists' Club from all over India. Through correspondence and a newsletter these programmes will be communicated to the network of students who will be able to write back their experiences to be shared with others.

Sundarvan gets several calls from in and around Ahmedabad from people who have spotted a snake and want it caught rather than killed. Usually there is a crowd gathered when the snake catcher arrives and it forms an ideal occasion to inform people about snakes in general and the snake caught in particular. A simple pamphlet on snakes is distributed.

In a more formal sense an outreach programme of taking small animals to schools is being developed and the initial trials using frogs, mice, turtles and non-venomous snakes have been very successful. A series of educational flip charts and other teaching material have been developed to aid this programme. This outreach programme can be undertaken at several centres in the country. We are contacting agencies that would be interested in taking up such a programme and training their educational staff in conducting it. The flip charts are being made with the illustration screen printed and a guide for writing-in the text in the local language.

We are trying to utilise the existing snake charmers in the country to present a more scientific view of snakes without, of course, making their show less entertaining. A rural snake show with a mobile exhibit using snake charmers as extension staff is being developed.

Urban Programmes

The urban environment in India is characterised by phenomena common to cities in most large developing countries. Foremost among these is the high growth rate of population. This is due as much to natural increase as to rural-urban migration resulting from the incapacity of the impoverished countryside to support an increasing population on a narrow resource base. The familiar stresses attendant upon this phenomenon — overcrowding, slums, inadequate services, an informal sector all but fugitive from the law providing marginal employment to a sizeable proportion of the population, environmental pollution — are compounded by some features unique to India.

To overcome these formidable problems it is necessary to create an educated opinion among all segments of the urban population who are affected by the situation or are in a position to influence the course of urban development. Towards this end, over the past few years, we have been running an urban programme trying to focus people's attention on planning issues that have a major environmental implication and on areas where action was called for. By running a magazine, using the popular press, organising public seminars and workshops, and through a mobile exhibit, we have tried to create an awareness both at the community level and amongst decision makers and administrators. Our experience has shown that while people understand the issues, there remains a basic credibility problem. There are many who think that there are no alternative ways of planning. Many feel that cost factors for any such environmental programmes would be prohibitive. There are those who think that the difference would, at best, be marginal. Under these conditions, it was felt that we needed to talk in terms of specifics, highlighting cases where environmental improvement has been achieved. As a follow-up of this, we are working on creating demonstration projects in which a communication intervention can lead to a major environmental improvement of the area and can be used as

an example at the national level. Seven such projects have been selected. These deal with problems such as urban open spaces, development of waterfronts, the environment of the market place, the environment of the urban poor, and the preservation of a monument within an urban area. The national relevance of the project would not be in terms of the solution adopted but rather in terms of the approach. Relevant Government and voluntary agencies are being identified for each project. Communication material is being developed aimed at the local community and the relevant decision makers. Once the project can be successfully carried out, a much wider reaching communication effort would be undertaken. A national level seminar is being organised on some of these issues inviting people from other towns and cities to share their experiences and give details of the demonstration project.

At a very different level, an urban awareness programme in the form of activities titled "Know Your City" is being developed for use in schools.

Rural Programmes

With increasing population, rural India faces a major shortage of natural resources on which the life of the village depends. Firewood and fodder are two areas where the stress is particularly severe. The increasing pressure on these resources leads to overutilization making the long-term problems even worse. Overgrazed lands become susceptible to erosion leading to lesser production of fodder in every successive year.

Efforts at both increasing production and making more efficient use of available resources are required. Many techniques have been developed but their dissemination is slow and at times does not lead to the desired result. The government has launched several schemes which remain unknown to the intended beneficiaries. Many innovative programmes started by NGOs remain confined to the small cluster of villages where the agency works.

The Centre's rural programmes aim at developing effective communication strategies for the dissemination of environmentally sound technologies, processes and programmes. There is a large

network of voluntary agencies as well as government field organisations in the country. The Centre's strategy is based on working with this network and developing communication programmes that can be used by the existing network rather than attempting to directly communicate with the end-beneficiaries. Two specific programmes have been selected for the initial years. Both these deal with the severe shortage of fuelwood and fodder in the country. Several versions of a smokeless chulha (a wood burning stove) have been developed in India and tried with varying degrees of success. The chulha is stated to reduce the requirement of fuelwood by about 40 per cent. However, in many places where it has been introduced, women complain that while it reduces smoke, the chulha increases the requirement of fuel. The problem has to do with developing the right design for the right application. Initially, two pilot communication programmes are being carried out, one in an area where chulhas are to be introduced, and the other where they have already been introduced and certain problems relating to their use have to be dealt with.

India has vast areas of land which have been laid waste through overexploitation. The country has given the development of wastelands a major priority and a Wastelands Development Board has been set up at the national level. This is another area where most of the technical problems have been solved. But the logistics of involving people in planting fuelwood species is preventing rapid greening of these areas. The Centre, in collaboration with VIKSAT, is collating information on a variety of basic and functionally pertinent topics such as how to form a cooperative, what tree to plant, how to find finance for the project, etc.

While natural resources have rapidly deteriorated, the position is particularly critical for people who live in and around a sanctuary or a national park. With such areas coming under 'protection' the entire resource base of many of the people living around these areas has become out of bounds to them. For tribals who have been relocated outside such areas, there is the further problem of adjusting to a new environment. This has created hostility between the tribals and villagers on the one hand and the park authorities on the other.

A programme directed at bringing about a new relationship would consist of identifying the existing needs and available resources, exploring possibilities of augmenting these resources and modifying the needs, evolving educational components to create awareness about the need for the sanctuary, and management of the sanctuary and tourism so as to benefit the people of the surrounding areas.

A pilot project is being developed around a wildlife sanctuary in Rajasthan.

Interpretive Programmes

India has over 200 national parks and sanctuaries, over 2,000 important historical and cultural monuments and about a 100 botanical and zoological gardens. Many of these have become important places of interest. During a visit, people want to know more about what they see and this is the right moment to impart environmental messages. An interpretive programme that can make people understand the various aspects of the place and their relationship to the surroundings is an important method of creating environmental awareness amongst the general community.

It is very important to understand the spirit in which the visitor comes to see a park or a monument and to evolve educational components which do not seem to be an imposition. The programmes involve identifying the right message and selecting an appropriate medium for it. The visitor must feel that the information provides answers to the questions in his mind.

Earlier, as VIKSAT, the group developed an exhibit area for the Gir National Park and educational material for the Bandipur Sanctuary and other tiger reserves in the country. The group had also worked closely with the National Museum of Natural History, New Delhi, in developing Take Home Labels. Today we are engaged in developing interpretive programmes for the Kanha National Park in Madhya Pradesh and the National Zoological Park in New Delhi. These are being developed in collaboration with the U.S. National Park Service.

One of the most challenging tasks in this project is the develop-

ment of suitable material that can stand the onslaughts of weather and at times vandalism. The media will include pamphlets, road-side guides, exhibits at museum and waysides, signage, audio-visuals and other non-print media.

More than a million people visit the Delhi Zoo every year. The programmes undertaken in this park will enable visitors to gain a better understanding of the animals in the Zoo and the role that the Zoo plays in the country's conservation efforts. The work involves designing and fabrication of a signage system, wayside exhibits, an illustrated information folder, a handbook and a visitor centre.

The interpretive programme for the Kanha National Park is being developed as a model for such facilities at national parks and sanctuaries. This visitor centre will be housed in an old dak bungalow, built during the British period. Part of the exhibit area will be on the research in the national park. This will not only show the results of the research but will also try to elaborate on the process by which these results were obtained. For instance, an exhibit describes what a tiger eats through displaying the method of collecting the information. Other media designed for Kanha are a roadside guide, a handbook, a tabloid, pocket cards and wayside exhibits.

Publications/News Service/T V Programmes

There is a great dearth of basic reference works and popular books on environment and related subjects focussing on the Indian context. The Centre has, therefore, taken up a programme of publishing a series of handbooks and field guides and books specially designed as supplementary reading for students. The first twelve of these — on the birds, mammals, trees, etc. of Gujarat State — are being published in collaboration with World Wildlife Fund - India. A series of four illustrated books on India's natural resources is also being published. With increasing environmental awareness there is need today to provide information on what an interested person can do to participate fruitfully in the conservation movement. To meet this need, the Centre proposes to publish catalogues providing comprehensive and relevant access information. The first of these is an Indian Wildlife Catalogue.

While a dozen national dailies and periodicals have been giving increasing coverage to environment-related stories in recent times, the vast majority of Indian newspapers in different languages pay little attention to the environment. One reason for this is that there is no centralised agency in the country which regularly supplies environmental news and articles to the press. The Centre has, therefore, started an environment News and Features Service. Through this service we provide authentic information to over a thousand dailies and periodicals in the country. Much of this information is a bye-product of the various programmes of the Centre. The service offers a weekly package of news, features, articles and photographs.

The Centre will be establishing basic audio-visual facilities next year and will be developing programmes in the non-print media. Television is becoming a major medium of mass communication in the country. Special educational telecasts have also commenced. The centre has proposals to develop a regular programme on environment for television.

Training Programmes

The Centre's overall approach is to work through existing networks. This would involve working with teachers, members of voluntary bodies, field workers of government agencies, educational staff at national parks and sanctuaries as well as at museums and zoos. In order to make any such programme successful, training programmes are essential. At present, the Centre envisages training workshops of about five days each. But besides the function of training and making people familiar with educational material developed by the Centre, the programmes will be very useful as a forum for the exchange of ideas and experiences. The people trained by the Centre, in turn, become another network that will be useful in disseminating ideas on environmental education, programmes and material throughout the country and getting feedback on programmes carried out.

Conclusion

I have tried to outline the strategy for environmental education that is being developed by the Centre for Environment Educa-

tion at Ahmedabad to fulfil an important function at the national level. The basic components of this strategy are:

1. To help national networks for environmental education and to work with the existing networks both for the purpose of development and trial which can be a simultaneous process;

2. To use both modern and traditional media and to experiment with innovative communication ideas for the promotion of environmental awareness;

3. To develop educational material intended for widespread use in a way in which the user can adapt it to particular situations. In this sense, to develop the material more in the form of a tool rather than a finished product;

4. To develop for implementation through centralised agencies programmes which may be in the form of very clearly defined projects and programmes with a large training component for the relevant educational staff;

5. To use existing situations and develop interpretive programmes around them;

6. To use successful environmental programmes and build communication strategies around them and to develop demonstration projects where, through a communication intervention, a major environmental improvement can be shown;

7. To demonstrate the efficacy of communication programmes in terms of the requirements of diffusing specific technologies and processes.

There are many experiences and approaches from all over the world that are relevant to the Indian situation. Whenever I have discussed with colleagues from various parts of the world, aspects of their programmes, one becomes all too aware of how global some of the underlying issues are. We would, therefore, welcome suggestions, comments and inputs in terms of experiences and insights as well as in terms of specific ideas as we develop material for India.

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